

## CRAYTON MIDDLE

5000 Clemson Avenue  
Columbia, S. C. 29206

**GRADES** 6-8 Middle School

**ENROLLMENT** 1,009 Students

**PRINCIPAL** Virginia Lacy 803-738-7224

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	17	1	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 22 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	No

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

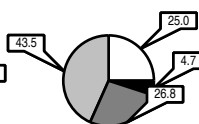
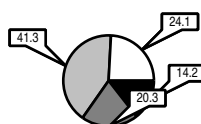
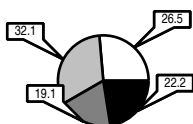
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

91.0%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours







Mathematics

English/Language Arts

Mathematics

English/Language Arts

## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	1,025	99.1	25.9	32.9	31.4	9.9	48.5	Yes	Yes
<b>Gender</b>									
Male	519	98.8	29.8	34.5	30.7	4.9	44.3		
Female	506	99.4	22.0	31.3	32.0	14.8	52.6		
<b>Racial/Ethnic Group</b>									
White	479	99.4	8.9	26.1	47.0	18.0	73.1	Yes	Yes
African-American	485	99.6	41.5	41.0	16.7	0.7	23.8	Yes	Yes
Asian/Pacific Islander	17	100.0	37.5	25.0	12.5	25.0	43.8	I/S	I/S
Hispanic	43	90.7	56.3	28.1	9.4	6.3	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	893	99.3	21.9	33.1	33.8	11.2	53.2		
Disabled	132	97.7	56.9	31.4	11.8	0.0	11.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	1,018	99.1	25.3	33.1	31.6	10.0	48.9		
<b>English Proficiency</b>									
Limited English Proficient	37	91.9	91.7	8.3	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	988	99.4	24.1	33.6	32.2	10.2	49.8		
<b>Socio-Economic Status</b>									
Subsidized meals	363	99.5	46.4	38.6	14.0	1.0	19.5	Yes	Yes
Full-pay meals	654	99.1	15.3	30.0	40.3	14.5	63.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	1,025	99.5	26.5	32.1	19.1	22.3	52.7	Yes	Yes
<b>Gender</b>									
Male	519	99.4	26.7	32.9	20.0	20.4	51.6		
Female	506	99.6	26.3	31.3	18.3	24.1	53.9		
<b>Racial/Ethnic Group</b>									
White	479	99.6	9.8	23.6	26.4	40.2	77.8	Yes	Yes
African American	485	99.6	43.9	41.3	11.7	3.2	26.0	Yes	Yes
Asian/Pacific Islander	17	100.0	12.5	25.0	25.0	37.5	75.0	I/S	I/S
Hispanic	43	97.7	43.8	37.5	9.4	9.4	34.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	893	99.7	21.6	32.2	21.2	25.0	58.5		
Disabled	132	98.5	65.0	31.1	2.9	1.0	7.8	No	Yes
<b>Migrant Status</b>									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	1,018	99.5	26.5	31.9	19.2	22.5	52.9		
<b>English Proficiency</b>									
Limited English Proficient	37	100.0	54.2	33.3	8.3	4.2	20.8	I/S	I/S
Non-Limited English Proficient	988	99.5	25.7	32.1	19.4	22.8	53.6		
<b>Socio-Economic Status</b>									
Subsidized meals	363	99.5	47.4	41.2	8.8	2.6	21.1	Yes	Yes
Full-pay meals	654	99.7	15.8	27.4	24.4	32.4	68.9		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	339	97.6	26.4	33.1	27.7	12.8	40.5
	Grade 7	300	98.7	24.8	34.8	34.0	6.4	40.4
	Grade 8	299	99.0	22.9	39.7	30.5	6.9	37.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	359	99.2	31.2	27.9	30.6	10.4	40.9
	Grade 7	350	99.1	23.7	37.4	27.5	11.4	38.9
	Grade 8	317	99.1	26.2	37.8	29.9	6.1	36.1

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	339	99.1	21.0	31.0	22.0	26.0	48.0
	Grade 7	300	99.7	22.5	30.0	22.5	24.9	47.4
	Grade 8	299	99.3	24.7	41.8	15.6	17.9	33.5
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	359	99.7	25.4	33.9	18.0	22.7	40.7
	Grade 7	350	99.7	27.1	30.4	17.6	25.0	42.6
	Grade 8	317	99.1	31.6	34.0	19.0	15.3	34.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,009)				
Students enrolled in high school credit courses (grades 7 & 8)	56.0%	Up from 47.7%	17.2%	14.6%
Retention rate	1.3%	Down from 1.8%	1.7%	3.0%
Attendance rate	96.2%	Up from 95.4%	96.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%		4.5%	5.3%
Eligible for gifted and talented	30.1%	Down from 35.5%	21.2%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 10.2%	13.9%	13.9%
Older than usual for grade	1.9%	Down from 3.4%	2.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Down from 4.8%	1.0%	0.9%
Annual dropout rate	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 76)				
Teachers with advanced degrees	55.3%	Up from 54.8%	51.1%	48.7%
Continuing contract teachers	68.4%	Up from 65.8%	87.1%	81.7%
Highly qualified teachers**	83.9%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	9.1%		4.0%	5.3%
Teachers returning from previous year	86.6%	Up from 81.2%	86.8%	85.1%
Teacher attendance rate	94.6%	Up from 93.1%	94.7%	94.8%
Average teacher salary	\$42,621	Up 4.6%	\$41,237	\$40,566
Prof. development days/teacher	7.7 days	Down from 9.9 days	10.3 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	3.3
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.2 to 1	23.3 to 1	21.3 to 1
Prime instructional time	90.1%	Up from 87.0%	89.7%	89.3%
Dollars spent per pupil*	\$6,047	Down 10.7%	\$5,727	\$5,821
Percent of expenditures for teacher salaries*	74.0%	Up from 63.3%	62.0%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	88.4%	Down from 96.5%	95.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Crayton Middle School served over 1,050 students in 2003-04. The school community experienced challenges and changes with the implementation of the Middle Years Programme of the International Baccalaureate Organization (MYP). We submitted our application for authorization of the program in May, and we anticipate our onsite visit next school year. Under MYP, all sixth and seventh graders participated in foreign language, fine arts and 50 hours of technology use. We increased emphasis on written communication and reading skills. Students completed summer assignments in reading and mathematics, and participated in three schoolwide writings submitted for the principal's review. We increased our community awareness as students daily recited the Crayton pledge and shared ideas through the Principal's Forum. We participated in cancer walks, Pennies for Leukemia (in top 10 for givers in SC), School Walk for Diabetes (top fundraiser in SC), recycled school paper, and other community service. Richland One awarded Most Middle School Volunteer Hours to our parent and community volunteers.

Student achievement and school safety continued to be our top priorities. Our academic team and math counts team both placed second in the region. Seventy-two students were named South Carolina Junior Scholars. Thirty-five students were recognized as State Recognition Qualifiers for the Duke Tip Scholars with five of them qualifying as Grand Winners scoring nationally in the top six percent. Students earned regional science and history awards with one student advancing to the National History competition. Our band received the Outstanding Performance Award. The music department inducted 35 students for our first Tri-M Music Honor Society. Students took honors in orchestra, dance, drama, visual arts and visual literacy. One hundred students became new members of the National Junior Honor Society. Our athletes excelled in district competition in football, basketball volleyball and cheerleading. Many eighth grade students participated in sports at AC Flora.

We added an interim administrator to increase school safety. We held student assemblies on bullying, sexual harassment, and the importance of respect for self and others. We are working with the Visionary Leaders Institute to better understand the challenges of diversity and increase student achievement for all students.

Community partnerships played vital roles. As a USC Professional Development School, we trained USC interns and were awarded teacher grants. We piloted a program between science students and the USC Medical School. The Academy of Columbia Foundation awarded a \$15,000 grant to support work with ESOL students and their families. We began after-school tutorial classes for students scoring below basic on PACT. Benedict U. offered enrichment opportunities and support for first-generation college-bound students through the Trio Educational Talent Search Program. Palmetto Health provided critical support for faculty, staff and students.

In May, all sixth grade students participated in groundbreaking ceremonies for our new facilities. Next year, we will all truly be "Leaders Under Construction."

Virginia Lacy, Principal, Crayton Middle School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	66	252	117
<b>Percent satisfied with learning environment</b>	93.8%	60.1%	73.9%
<b>Percent satisfied with social and physical environment</b>	85.9%	57.0%	55.0%
<b>Percent satisfied with home-school relations</b>	92.4%	79.4%	60.0%

\*Only students at the highest middle school grade level at this school and their parents were included.